DOCUMENT RESUME

ED 386 429 SP 036 178

TITLE	Issues in Teachers' Continuing Professional Development. Interchange No 33.
INSTITUTION	Scottish Office Education Dept., Edinburgh. Research and Intelligence Unit.
REPORT NO	ISSN-0969-613X
PUB DATE	Jun 95
NOTE	17p.
AVAILABLE FROM	Scottish Council for Research in Education, 15 St John Street, Edinburgh EH8 8JR, Scotland, United Kingdom.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Change Strategies; *Educational Change; *Educational Environment; Educational Innovation; Elementary Secondary Education; *Faculty Development; Foreign Countries; *Reflective Teaching; Research Utilization; Surveys; *Teacher Attitudes; Theory Practice Relationship
IDENTIFIERS	Scotland

ABSTRACT

This publication summarizes two surveys of teachers and researchers in Scotland on different aspects of staff development. In the first survey, teachers were asked what types of support they valued at times of change in the curriculum. A total of 165 questionnaires were returned by principal teachers from 45 of the 51 schools targeted by the first survey. There was widespread agreement that staff development was the major factor underpinning effective change. Teachers valued staff development that was given appropriate resources, was based on clear identification of needs and had clear aims and objectives, and was relevant to the course syllabus. Teachers also valued support materials that were clear, accessible, and relevant to the syllabus; fully developed but still able to be adapted to local circumstances. They valued being given time for discussion with peers and for departmental planning. For staff development, they suggested that all teachers should have the opportunity to attend workshops and seminars that might be local repeats of national conferences. The second report, based on interviews with 40 people, the role of research in staff development, in working towards the ideal of the "reflective professional." Findings of the study indicated that research had much to offer to staff development, but was not making the contribution it was capable of. While staff development was seen as having a range of purposes and the matching of these to needs was a key objective, there was no consensus about the role of staff development or the most effective models. The findings suggest that results of research are not always readily convertible to staff development situations. The rationale for linking research and staff development was felt, unanimously, to be the pursuit of the goal of the teacher as a reflective professional--the teacher who can engage with theory and reflect critically on his or her own practice. The role of research and of the processes involved in creating a "culture of reflectiveness" was recognized and the need to effect change through the day-to-day action of empowered individuals was a recurring theme. (ND)

THE SCOTTISH OFFICE
Education Department

ED 386 429

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
S Mackenzie
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

INTERCHANGE

No 33

Issues in Teachers' Continuing Professional Development

— Support for teachers in the context of curriculum change —

— Research and staff development —

Research and Intelligence Unit

ISSN 0969-613X

SP036178

BEST COPY AVAILABLE

Why *Interchange?*

Research cannot make the decisions for policy makers and others concerned with improving the quality of education in our schools and colleges. Nor can it by itself bring about change. However, it can create a better basis for decisions, by providing information and explanation about educational practice and by clarifying and challenging ideas and assumptions.

It is important that every opportunity should be taken to communicate research findings, both inside and outside The Scottish Office Education Department (SOED). Moreover, if research is to have the greatest possible impact on policy and practice, the findings need to be presented in an accessible, interesting and attractive form to policy makers, teachers, lecturers, parents and employers.

Interchange aims to further improve the Research and Intelligence Unit's (RIU) dissemination of the findings of research funded by SOED. We hope you will find that ***Interchange*** is long enough to give the flavour of the complexities, subtleties and limitations of a research study but concise enough to give a good feeling for the findings and in some cases to encourage you to obtain the full report.

*The **Interchange** symbol invites you to reflect and respond to an issue or question posed by the research. You may wish to raise awareness by responding to each **Interchange** before reading the adjacent section of text. Alternatively, you may prefer to read the text first then review each **Interchange** to construct a personal summary of the issues.*

Edited and produced for The Scottish Office Education Department by the RIU Dissemination Officer at The Scottish Council for Research in Education, June 1995.

Copyright © 1995, SOED

***Interchange* may be photocopied for use within your own institution.**

A limited number of additional copies can be obtained by writing to the RIU Dissemination Officer at: SCRE, 15 St John Street, Edinburgh EH8 8JR. File copies for electronic downloading will also be made available on the RIU World Wide Web Server, accessible through Internet and JANET (http://www.ed.ac.uk/~riu).

Issues in Teachers' Continuing Professional Development

Since 1977, Scottish education has experienced an unprecedented series of curricular and, more recently, managerial and institutional innovations. This *Interchange* summarises two surveys, commissioned by The Scottish Office Education Department, which considered different aspects of staff development. In the first survey teachers were asked what types of support they valued at times of change in the curriculum. The second report investigated the role of research in staff development, in working towards the ideal of the 'reflective professional'.

1. What Forms of Support do Teachers Value in Times of Curriculum Change?

Jim O'Brien and Bart McGettrick

Moray House Institute of Education and St Andrew's College

This study was commissioned to identify what aspects of support secondary teachers valued, with particular reference to Standard grade developments over the past few years. Recommendations are made about how to improve the support to teachers in times of curricular change.

The project

A questionnaire was sent to principal teachers in 51 secondary schools throughout Scotland in five subject areas: art and design; computing; English; modern studies; physics (science). A total of 165 questionnaires from 45 schools were returned. Follow-up interviews were carried out in five schools to check on issues emerging and to pursue subject-related issues. Representatives from national agencies providing central support for curriculum development were also interviewed. Principal teachers were asked which aspects of support for curricular change they had experienced and which had proved most helpful; this is not to say what was 'successful' or 'made a difference', but what was 'valued' by way of support. The survey concentrated on teachers' experiences of Standard grade, but included elements of TVEI and National Certificate provision where these existed.

Features of valued support for curriculum change

There is appropriate and 'expert-led' staff development associated with curricular change

There was widespread agreement that staff development made curricular changes less daunting and, while other approaches (for example open learning and support packages, adaptation from textbooks and the exchanging of materials among teachers) were supportive of curricular change, staff development was the major factor underpinning effective change.

Staff development activities that were most supportive during this period of curriculum change included: inservice provision led by 'experts';

development time; national conferences with workshops to launch materials; opportunities for informal discussions; cascade training; local support groups; visits from curriculum development officers and advisers; provision of exemplar materials for consideration in structured ways; markers' meetings; practical sessions. Teachers valued workshop approaches to staff development which advanced explanations and expanded on draft or skeletal syllabi; they also appreciated having contact with classroom teachers who had already been through the change or development. Content rather than methods courses received some support.

There is a widely held notion that professionals outside schools — advisers, HMI, college staff and others — should be determining what teachers need in the way of staff development.

How do you feel that needs should be identified?

Teachers valued staff development that:

- was given appropriate resources;
- was based on clear identification of needs and had clear aims and objectives;
- was relevant to the course syllabus.

While these are not surprising findings, they do emphasise that it is the practical, direct nature of staff development that is important, rather than how the materials are developed, the context of the staff development or the delivery arrangements.

The support is accessible and relevant to real problems

Almost all teachers questioned had received support materials — in the form of lesson plans/classroom resources for Standard grade and to a lesser extent for Revised Higher grade — and these were regarded as helpful. Teachers needed materials that were not too advanced in their thinking, nor static in terms of pedagogy or content. There has been a tendency in the past for some materials to be obscure in their format and form, or rather remote from the real needs of teachers.

Teachers valued materials that actually tried to solve their problems, materials that:

Teachers seek material which mildly challenges their practices.

How can this be produced for a wide audience?

- were clear and accessible and relevant to the syllabus (Table 1);
- offered ideas and actual examples of examination questions;
- explained the rationale for the change in the curriculum clearly;
- were able to be built into school development plans;
- conformed to the effective classroom practice of the teacher;
- were based on good practice;
- were well differentiated;
- were paper-based rather than on computer disc or audiovisual.

Almost 90% of respondents were aware of the involvement of education authority advisers and staff tutors in providing support materials. Teachers recognised that the education authority had a brokerage role in the dissemination of materials and exemplars developed in other schools. There was criticism, though, of the lack of provision for teachers to prepare materials themselves and to work through and modify supplied materials.

While some advice was thought to be essential and valuable, there was a

BEST COPY AVAILABLE

Table 1. Features of quality support materials

Support materials should be:	*% of teachers strongly agreeing (n=165)*
Relevant to syllabus	82
Clear	76
Readily accessible by teachers	72
In need of little further development by teachers	72
Delivered on time	69
Piloted by experienced practitioners	63
Concise	43
Introduced by national and regional courses	39
Offered in computer disc and CD ROM format	33
Reproduced in an environmentally friendly way	31
Heralded in advance by synopsis information	31

feeling that 'expert' advisers were remote from classrooms, class teachers and the development of the subject. The help provided was variable in quality; while some classroom teachers found the support provided was substantial and useful, others criticised advisers for being too concerned with administration and policy formation which did not allow teachers to be the immediate focus. Specialist advisers could often create networks and identify 'centres of excellence' and in this way disseminate good practice.

Support materials are immediately usable by teachers, and can be adapted to local circumstances without any difficulty

Teachers wanted materials that were both fully developed, but still able to be adapted.

How can this conflict be resolved? How can support materials be designed so that they are not too 'skeletal' but are flexible enough to develop and adapt to local circumstances?

Teachers valued curriculum support materials that were more fully developed — with comprehensive teachers notes — rather than skeletal outlines for them to adapt. There were some conflicting messages, however. While teachers wanted fully-developed rather than outline materials, they also recognised the need to be able to develop materials further to suit their own school circumstances. They seemed reluctant to accept that national/local agencies cannot provide a total service. Teachers did want curriculum development of classroom materials to be an interactive process in which they could play a substantial role in the 'fine tuning' of material and actively experiment with a range of possibilities.

The management structure within schools is accommodating of the curricular change

Respondents' experiences of school management of curriculum change varied from 'didn't get any support from management whatsoever' to cases where resources in excess of normal per capita allowances were provided, combined with development time that included whole-school inservice workshops on managing change and management training in general.

Teachers valued being given time for discussions with peers and for departmental planning. They were less concerned about having time for discussions about whole-school considerations and planning for change.

Normal consultation channels within schools were regarded as adequate opportunities to share their development needs and included discussions at departmental meetings and during Planned Activity Time. Some schools had issued questionnaires to identify needs that had led to neighbourhood inservice and whole-school development days.

Teachers value time for discussion with peers.

How can this time be made available during the working day?

There were mixed views on liaison with others working in different subject areas. While collaboration across the curriculum was generally seen as worthwhile, the pressure of a rolling development programme such as Standard grade did not allow sufficient time even when planned in advance. Suggestions where cross-curricular collaboration would be helpful included information technology; open learning; English language; courses concentrating on generic skills such as problem solving, creativity, and thinking skills.

Teachers would value a consultancy role for advisers, both to provide support for them and to influence senior management in the provision of support for developments in subjects at whole-school level.

There is a short line of communication between schools and the central agency responsible for the curriculum change

'Cascade' approaches to staff development were seen by teachers as inappropriate or limited because experience suggested that often the in-school element was sketchy and much depended on the qualities and skill of the personnel selected to be the disseminators of new knowledge or skills. The methodology adopted higher up the cascade was often 'hands on' or experiential but such approaches were not duplicated at school level and there was a risk of the 'message' becoming diluted or distorted in the transmission. An alternative approach suggested was the 'drip' approach, in which all teachers should have opportunities to attend workshops and seminars which might be local repeats of national launching conferences.

Teachers are sceptical of the value of 'cascaded messages'.

What strategies must central agencies use to overcome this?

The kind of support which central agencies offer in curricular change varies from organisation to organisation. Most respondents were aware of the support materials from the Scottish Consultative Council on the Curriculum (SCCC) and the Scottish Examination Board (SEB). Certainly the SCCC is the central agency which is most directly concerned with curricular change. It has prepared a wide variety of materials for pupils, teachers and parents. This has included exemplars and illustrations of good practice.

Except in computing, few respondents were aware of the involvement of colleges of education. This is partly accounted for by college staff working through some of the other agencies (for example, SEB, SCCC etc.).

Future support for curricular change

Some messages for future support for curricular change have emerged from the study.

- Teachers have to identify what genuine problems they have, and to work together with central agencies in seeking solutions to these problems. It is essential that teachers feel a degree of ownership of materials produced.
- It is important to prepare to solve problems at a level which is not simply procedural. This requires planning for change and time to implement change.
- There is a need to develop strategies which solve the problems of teachers. The broader the base of consultation, the more effective solutions tend to be.
- There is a need to ensure that materials produced are able to be communicated effectively internally within schools. This includes a concern for time, support and the actual ways in which change is effected in schools.
- It is essential that pilot materials are produced so that there is an effective targeting of the real problems that teachers have. This should ensure that material produced is of a high quality and is not merely of a large quantity.
- There is a need to train advisers or consultants to give effective support to teachers in schools. This requires a clear role for central agencies in providing inservice courses on key elements of support.
- There is a need to ensure that both curriculum and assessment are dealt with in these processes.
- Future support should consider an increase in 'consultancy partnerships' with schools.
- There is a need to have a co-ordinated, unified approach to the rationale for curriculum changes, their application and the appropriate support materials.

A model for the future?

It is worth considering whether future curricular change might take account of the whole-school context for that change and might develop a strategy in which the **school plan** is used as a vehicle for implementing change in the curriculum. A policy for curriculum change formulated within school development plans would involve articulating the changes in the curriculum over a period of time, and an indication of how the curriculum change would be supported both internally and externally.

School Development Planning is a key mechanism for supporting change.

How can your development plan reflect implementation strategies?

The role of external agencies, local authorities and teachers from other schools, would be to act as 'consultants' for the schools and to address the real needs of teachers in those schools. External agencies would also be centrally concerned with supporting the management of the school in their role as agents for change.

There would also be a clear role for external agents and agencies to assist in the preparation of materials both at the level of planning in the school and at the level of curriculum implementation for individual teachers in classrooms. This would include the production of resources for both teachers and pupils and would require that materials were prepared both on time and in a way that is sensitive to the needs of the teachers and pupils in schools.

Full report of the study

The full report of the study — *What Secondary Teachers Value in Times of Curricular Change* — is available from St Andrew's College, Duntocher Road, Bearsden, Glasgow G61 4QA, price £5.00.

2. How Can Research Contribute to Staff Development?

Brian Boyd

Quality in Education Centre, Jordanhill Campus, Strathclyde University

Little work has been done to establish what the nature of the relationship between research and staff development should be. Nor have issues such as the publication and dissemination of research findings and the need to target a variety of audiences been explored. This research sampled the views of participants and managers involved in the process of research and staff development throughout Scotland and makes recommendations for future policy and practice.

The project

The study set out to gather the views of researchers, staff developers in education authorities and in colleges and faculties of education, members of education authority directorates, representatives from all of the central bodies involved in research and curriculum and staff development, and professional associations. In all, 40 people were interviewed, mostly individually but occasionally in small groups. A review of relevant literature was undertaken and documentation from education authorities and SOED was examined.

The key questions were:

- How can staff development be better supported by research?
- What new research should be done to meet staff development needs?
- Can the processes used in research contribute to the effective delivery of staff development?

The concepts

The point at which research, evaluation and staff development cease to be separate processes and merge into one another is often unclear. It is widely accepted that research should be systematic, rigorous and analytical, but the various forms of research that are currently funded often involve a degree of evaluation and on occasions spill over into development. Educational research in Scotland can range from a £200 project to allow an individual to undertake a small-scale study, to a four-year, multi-agency project costing upwards of a quarter of a million pounds.

It has been alleged that the 'average' teacher does not read research and sees much of it as irrelevant to staff development needs.

What is your view of the relevance of research to staff development?

Staff development is also a problematic term, with some people rejecting the term 'staff' because of its technician connotations, preferring instead to use the term professional development. The notion that it is something which is 'done to' people is still prevalent, leading, in the view of some involved, to a 'deficit model', whereby people outside schools identify a weakness in teachers and use staff development to plug gaps.

Both research and staff development can lead professionals to question assumptions, to challenge established practice and to be reflective; thus research can inform staff development and staff development can, in turn, lead to a critique of research.

BEST COPY AVAILABLE

The contexts

As a result of national and regional initiatives, there has been a growth in the amount of staff development and in the range of models employed. *School Development Planning, Staff Development and Appraisal, Management Training for Headteachers* and the *5–14 Development Programme* have all resulted in an increased demand for staff development and have introduced more sophisticated mechanisms for identifying needs and priorities.

Staff development has received a higher profile as a result of national developments and research funding continues to grow.

Funding for staff development has also changed, now that a greater proportion of the money which used to go to education authorities and colleges is being devolved directly to schools. The funding of research has changed too, with colleges and faculties of education having to concentrate more on their 'research rating' which is in turn influenced by their success in winning contracts and getting their work published.

How do you feel that research can improve the quality and relevance of staff development?

The amount of money devoted to research nationally is considerable; over one million pounds is spent annually by SOED alone and a typical college of education devotes the equivalent of 15 salaries (or full time equivalents) annually to research.

It is this level of activity which has led to a desire to ensure that research and staff development are linked in ways which improve the quality of teaching and learning in schools.

The issues

What is the role of research?

Of all the people who contributed, none took the view that research was marginal or that it had little to offer staff development. Indeed the overwhelming view was that it had much to offer but was not making the contribution it was capable of. All of these views were, as might be expected, expressed with caveats about the danger of expecting research to solve problems.

There are many purposes which research can fulfil, some positive and some potentially negative.

The people in this study identified a number of purposes for research: to inform; to clarify; to illuminate; to support; to identify best practice; to validate; to challenge; and to underpin.

Which of the purposes identified here do you think are most appropriate?

There was a widespread view that research should inform policy-making and practice in education. The nature of that influence was less well understood and ranged from an expectation that research should provide answers to the fundamental problems of teaching and learning to the belief that the most that research can do is provide a series of alternatives from which professionals have to choose. There was also a feeling that research should be fed into staff development for teachers almost as soon as it is complete. In contrast, many people acknowledged that some research can take many years to filter through to the classroom, often in ways which make the links to the original work unclear.

The methods used in research were felt to be of value — these should not be regarded as esoteric or remote but should be made accessible to teachers and staff developers to inform and improve the quality of their work where appropriate. This may help bring researchers and staff developers closer together and pave the way for more collaboration. To do this the funding of research projects may have to include an element for development work after publication. There is a range of potential audiences for research findings which necessitates both a range of formats for publications and a strategy for their use.

What is staff development?

A great deal of time is devoted nationally to the provision of staff development for teachers. Education authorities have advisory services devoted almost entirely to the management and delivery of staff development. Universities and colleges have significant numbers of staff whose role is solely that of responding to requests from schools and authorities and offering opportunities for staff at all levels to engage in staff development. And, increasingly, individual establishments are making use of inservice days and Planned Activity Time, as well as devolved funding in the context of development planning, to organise in-school staff development.

Staff development comes in many forms and from a variety of sources.

Which models of staff development do you feel are most appropriate for the range of purposes you have identified?

Staff development was seen by those interviewed as having a range of purposes and the matching of these to needs was a key objective. Yet there was no consensus about the role of staff development or the most effective models. Some professionals complained that much of it is done *to* teachers in a 'top-down' way with teachers regarded as being deficient in some area or other and staff development being the 'quick fix' to be applied. They acknowledged the need to have clear aims for staff development and for teachers to have some ownership of the process both of identifying needs and evaluating effectiveness.

There was a general consensus that if the ultimate aim was the creation of the 'reflective professional' — the teacher who can engage with theory and reflect critically on his or her own practice — then *professional* development had to arise out of the needs of teachers as they engage with teaching and learning. The range of models of 'delivery' of staff development has increased in recent years:

- off-site (residential, non-residential, after-school or 'twilight');
- in-school (INSET days, planned activity time, departmental meetings and planning sessions);
- award-bearing/accredited courses.

The 'reflective professional' has entered educational jargon in recent years and is a key goal for research/staff development.

What do you understand by the term?

As yet no research has been done into the most appropriate models for the range of purposes identified. Given that schools are increasingly being encouraged to become self-evaluating, there is an onus on those who manage and deliver staff development to ensure that evaluation is built in.

How can research and staff development interact?

The worlds of research and staff development are often seen as separate and distinct, one being concerned with 'theory' the other with 'practice'. And yet the concept of the 'reflective professional' implies a coming together of the two. Indeed, there is a strong argument that the processes involved in educational research could themselves contribute to the professional development of teachers and the effectiveness of schools. A number of ways in which the two processes could come together emerged from the study.

The accessibility of research findings is often criticised and even *Interchange* itself is not always felt to be readily convertible to staff development situations.

How can research findings be made accessible to teachers and staff developers?

How will you use this Interchange?

A strategy for the use of dissemination materials

Research, in order to make an impact, must be accessible to a range of audiences. Many different dissemination routes exist at present with the SOED and the Scottish Council for Research in Education (SCRE) playing leading roles. The *Interchange* series of research summaries itself came in for praise as being an admirable attempt to provide research findings in a format and style which is 'jargon-free and easily accessible'. And yet it was acknowledged that there has been no systematic evaluation of the use of *Interchange*. Some people believed *Interchange* could make more of an impact if the interactive element of its design were further developed into brief staff development packs or if there were— nationally or at local level — a strategy for its 'end-use'.

Of course, *Interchange* is only one of a number of vehicles which exist to make research accessible including: the SCRE *Spotlights* series; SCRE mini-papers; seminars and conferences; guides on research methods; books; *Observations* newsletter— the information exchange for action researchers; in-house publications in some colleges and education authorities.

Education authorities argued that for them to make the best use of research they had to know well in advance the timetable for publication. The allocation of advisory or other staff to work with researchers could be planned, budgeted for and incorporated into education authority development plans.

There has been no evaluation of the use of the Interchange series.

How could this Interchange be evaluated?

It may be that, despite efforts to create a climate of research, the SOED has to ask whether it is enough to publish and disseminate and assume that others will react appropriately or whether some attempt should now be made to agree a strategy for ensuring that research findings are able to influence staff development in a planned and coherent way.

Collaboration between researchers and staff developers

Examples were given of collaborative projects between researchers and education authorities in areas such as special needs provision, implementation of development planning and staff development and appraisal. At the same time, there is a concern that the skills of researchers and staff

developers are not readily interchangeable and that, instead of expecting one group to undertake the task of the other, collaborative working was the way ahead. Examples of recent staff development packages being produced for the SOED by researchers were used to illustrate this argument, and there was a widespread feeling that a more productive way forward was for researchers and staff developers to collaborate on the production of such materials.

It is argued that teachers would benefit from staff development packages arising out of research projects and produced jointly by researchers and staff developers.

Do you feel that staff development packages work?

Funding for post-research development

A recurring theme was the lack of funding currently built into research projects for development work after publication. Often researchers had to move on to the next project, relinquishing any involvement with their research task and the development would be left to individual authorities or groups to take up. It was felt that continued involvement by the researcher working alongside staff developers would bring together the two sets of expertise.

General issues

Towards a research climate

The role of the SOED's Research and Intelligence Unit was recognised in moving towards a climate, nationally, where it is natural to look to research as making a significant contribution to aspects of educational policy-making and practice. SCRE is central in this process, but the impact it can make in the area of staff development is limited by its funding. Extension of its database and the expansion of its collaboration with staff developers are, as its corporate plan shows, both constrained by funding. Education authorities, with very few exceptions, have not designated individuals to have a key role in formulating or implementing a strategy for linking research and staff development, and the situation in many colleges/faculties is similar, if improving slowly. Thus while the climate has begun to change, there remains a lot of work to be done to effect improvement.

It is acknowledged that a research climate is desirable and that steps have been made nationally to create the conditions where it can flourish.

How could SOED, education authorities and schools themselves contribute to a strategy to make research and staff development more collaborative?

Towards the 'reflective professional'

The rationale for linking research and staff development was felt, unanimously, to be the pursuit of the goal of the teacher as a reflective professional. There was widespread concern about the possibility that teachers, faced with so many demands in terms of development and change, might become de-skilled. The role of research and of the processes involved in creating a 'culture of reflectiveness' was recognised and the need to effect change through the day-to-day action of empowered individuals was a recurring theme.

The vexed question of time to reflect arose whenever the subject of the reflective professional was raised. There was a view that too high a workload hindered progress towards the reflective professional. Whether

development planning can give teachers and schools more control over the pace of change has yet to be tested.

Towards a national strategy

There is no overall strategy at present to co-ordinate the research activity taking place in Scotland or to ensure that there is a clear relationship between it and staff development. Elements of such a strategy, according to those interviewed, would include:

- an enhanced role for SCRE and a look at the overlap among the central or 'S' organisations;
- a coherent approach to publication and dissemination which brings together researchers and staff developers and which includes funding for the production of staff development materials where appropriate;
- extension of the present opportunities for researchers and staff developers to collaborate without expecting each to take on the role of the other;
- networking of researchers and staff developers;
- clear strategies at each level in the system — education authority, college/faculty and school — for integrating research and staff development — in the context of a national plan;
- a reassessment of the kinds of research currently funded to ensure a balance of empirical/conceptual, small/large scale, policy-driven/teacher initiated, quantitative/qualitative;
- a commitment to subject major initiatives, at national and local authority level, to scrutiny, even where the findings are critical;
- the creation of a national agency for staff development (or research and staff development);
- a career structure for researchers that would enable them to pursue various kinds of ground-breaking projects as well as centrally-funded work;
- a continued commitment to 'transparency' in all aspects of the funding of research by the SOED.

Staff development seems set to be a central part of teachers' professional activities for the foreseeable future.

How can research best influence the process?

Full report

The full report of the study — *Of Drunks and Lampposts: a study of the relationship between research and staff development*— is available from the Quality in Education Centre, Jordanhill Campus, Strathclyde University, Southbrae Drive, Glasgow G13 1PP, price £5.00.

The views expressed in these papers are those of the authors and do not necessarily reflect those of The Scottish Office Education Department who funded the studies.

Points for discussion

The principles of teacher support

Needs identification

Adapting materials to local needs

Finding time for discussion

Support materials for change

Adapting support materials to meet individual needs

● ● ●

The appropriateness of the study

Improving the quality of staff development

Models of staff development

The reflective professional

Staff development packs

Accessibility of research

Towards a national strategy for disseminating research

The Interchange series

No 1. Homework Policy and Practice
No 2. School to Higher Education: Bridging the Gap
No 3. Teaching, Learning and Assessment in the National Certificate
No 4. Developing School Managers
No 5. Transition from School to Adulthood of Young People with Recorded Special Educational Needs
No 6. Discipline in Scottish Schools
No 7. Training the Trainers' Programmes: Effective Management and Monitoring
No 8. Introduction of the New Further Education College Council System
No 9. Young People's Experience of National Certificate Modules
No 10. Costs and Benefits of Adult Basic Education
No 11. Performance Indicators and Examination Results
No 12. An Evaluation of the Advanced Courses Development Programme
No 13. Staying the Course
No 14. A Study of Probationer Teachers
No 15. Making School Boards Work
No 16. Professional Development Through Research
No 17. Students' Views on SWAP
No 18. Specific Learning Difficulties: Policy, Practice and Provision
No 19. Foreign Languages in Primary Schools: the National Pilot Projects in Scotland
No 20. Towards More School Based Training?
No 21. Patterns of Attainment in Standard Grade Mathematics 3–6
No 22. Patterns of Attainment in Standard Grade English 3–6
No 23. Implementing 5–14: a Progress Report
No 24. Education–Business Links: Patterns of Partnership
No 25. Foreign Languages for Vocational Purposes in Further and Higher Education
No 26. School for Skills
No 27. Effective Support for Learning: Themes from the RAISE Project
No 28. Marketing Means Business
No 29. Adult Education: Participation, Guidance and Progression
No 30. Studies of Differentiation Practices in Primary and Secondary Schools
No 31. Health Education: What Do Young People Want To Know?
No 32. Social and Educational Services for Children Under Five

Further information

If you have views on ***Interchange*** and/or wish to find out more about RIU's research programme, contact the Research and Intelligence Unit (RIU), The Scottish Office Education Department, Room 4/41, New St Andrew's House, Edinburgh EH1 3TG.

BEST COPY AVAILABLE

Printed by Nevisprint, Fort William